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Student Success in Low Socio-economic Communities
A Message from the Minister

Manitoba's success as a province is connected to the success of all its learners. Students who complete high school are more likely to be engaged in civic matters, have better life outcomes, and contribute positively to their community. Because students from low socio-economic backgrounds often have lower graduation rates, improving their rate of success in school continues to be a priority.

Manitoba Education directs a significant amount of funding to schools in low income communities through programming initiatives that focus on promoting student success. For example, the Student Services Grant, introduced in 2006/07, is part of the Funding of Schools Program and combines the former Level I, Students At-Risk, and Early Behaviour Intervention grants. The calculation of the grant includes a socio-economic component that factors in the percentage of low income families with school-aged children in the school catchment area, as well as the incidence of school migrancy. This means that additional funding is provided in support of schools in low income communities. Such initiatives support both Manitoba Education's vision (see <www.edu.gov.mb.ca/edu/mandate.html>) and the Manitoba government's *All Aboard* poverty reduction strategy.

The first years of learning are the foundation for future learning. To ensure that Manitoba children are getting the best possible start, Manitoba Education is involved with a variety of early childhood initiatives. These include its annual funding support to school divisions through the Early Childhood Development Initiative.

Other initiatives include the Positive Parenting Program, developed in partnership with Healthy Child Manitoba, that is intended to help students make a successful start to school, and a mentoring and professional learning program, offered by the Winnipeg School Division, where teachers and administrators receive support from other teachers who are focused on education in low socio-economic contexts. The Department has also partnered with the University of Manitoba in the development of a new summer course that deals specifically with this topic. The course was included in the Faculty of Education's summer session this year.

Research has shown that students experience greater success when parents and community members are involved in students' education. Manitoba Education's Community Schools Partnership Initiative encourages and honours the involvement of parents and community members, and offers approaches and supports that meet the diverse range of needs of learners and their families.

During the Early and Middle Years, complementary learning (e.g., after-school programs, summer camps, homework programs) is an essential support in low income communities. Manitoba Education collaborates with a variety of partners to provide summer learning retention supports in the form of summer camps. Examples of these partnerships include University College of the North's "Into the Wild" program and the Social Planning Council's Community School Investigators Summer Learning Enrichment Program.

The transition from middle school to high school can be difficult for many students. Manitoba Education has recently partnered with three school divisions in low income communities to develop a new Student Success Initiative. This initiative is focused on providing schools with additional financial and human resources to assist students in their transition to high school and in their acquisition of high school credits.

By providing funding, school division and school-based supports, and professional learning that demonstrates the links between poverty and educational success, Manitoba Education is helping to ensure that schools, school divisions, and teachers in low income communities are better able to meet the needs of all students.

Nancy Allan
Minister of Education

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ESD Update

By Carolee Buckler and Anne MacDiarmid

National and International

In 2008, Manitoba became the education for sustainable development (ESD) lead for the Council of Ministers of Education, Canada (CMEC) to coordinate action that will support and strengthen the implementation of ESD in K-12 programs in all provinces and territories. This includes leading the CMEC development of a Pan Canadian ESD Framework for Collaboration and Action. On the international front for CMEC, Manitoba Education Deputy Minister Gerald Farthing serves on the ESD Steering Committee of the United Nations Economic Commission for Europe (UNECE) and Dr. Len Rivard, Collège universitaire de Saint-Boniface, is Canada's representative on the UNECE Expert Group on Competencies in ESD.

The United Nations (UN) has declared 2005 to 2014 as the UN Decade of Education for Sustainable Development (DESD). In March 2009, Education ministers from around the world gathered in Bonn, Germany to discuss the importance of ESD and ways to promote it. One of the key outcomes of this meeting was the Bonn Declaration, a consensus statement from over 600 delegates to the United Nations Educational, Scientific and Cultural Organization (UNESCO) World Conference.

Successful Recipients of ESD Grants

Manitoba Education and Manitoba Hydro awarded 17 schools ESD grants of up to $2000 each for the 2010/2011 school year. These successful proposals are excellent examples of the dedication and creativity that Manitoba educators and their students exhibit in the field of ESD. You can view a list of the successful grantees on the ESD website at <www.edu.gov.mb.ca/k12/esd/index.html>.

Web Resources

Manitoba Education has posted a link from the ESD website to the YouthXChange training kit on responsible consumption. It is designed in a youth-friendly format to assist teachers in raising awareness of the benefits offered by adopting more sustainable consumer habits. The YouthXChange training kit is produced by the UN Environment Program (UNEP) and UNESCO as part of the UN Decade of Education for Sustainable Development. For more information, visit <www.youthXchange.net>.

ESD Newsletter

The latest *ESD Newsletter*, which is posted on the ESD website, focuses on the topic of learning for a sustainable future.

For more information on ESD initiatives in Manitoba, contact

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First Place Finish!

From left to right, Marilyn Brick, MLA; Honourable Nancy Allan, Education Minister; Matt Wiebe, MLA; Rob Altemeyer, MLA.

Education Minister Nancy Allan and team win the Battle of the Media Stars (April 2010)

The Battle of the Media Stars pits four-member teams against one another in a race involving a technical skill. This year, the challenge was to build a kid-size picnic table. Proceeds from the event were donated to Right to Play, which is dedicated to creating a healthier and safer world by improving the lives of children in some of the most disadvantaged areas of the world through the power of sport and play.

What's New in Distance Learning: Independent Study Option

By Susan Lee

The Independent Study Option (ISO) provides attending and non-attending school-age and adult learners with the opportunity and flexibility to access a wide range of independent study distance learning courses from Grades 9 to 12.

Learners complete courses independently and at their own pace with access to a tutor/marker via email or phone. ISO courses add flexibility to learning. Reference copies of ISO courses are available to teachers to inform their instruction.

The Distance Learning Unit issues the credit to distance learners who successfully complete an ISO course. The Distance Learning Unit may also issue diplomas to distance learners who successfully complete Manitoba graduation requirements, but are not attending a Manitoba high school.

Manitoba Education provides high-quality distance learning options that respond to the needs of students, schools, and school divisions. Flexibility and increased educational opportunities for learners in Manitoba, regardless of geographic location, will help increase the provincial graduation rate.

These new (or revised) courses are now available!

- *Éducation physique et Éducation à la santé, 9e année*
- Grade 10 Digital Pictures
- Grade 10 Keyboarding
- Grade 11 Biology
- Grade 12 Physics
- Grade 9 Futures in Business (revised)
- Grade 9 Physical Education/ Health Education (revised)

The following courses will be available in the 2010/2011 school year.

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- Grade 11 Active Healthy Lifestyles
- Grade 11 Chemistry
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- Grade 12 Active Healthy Lifestyles

For more information about distance learning in Manitoba, please contact

Distance Learning Unit
Telephone: 204-325-1700
or 1-800-465-9915
Email: distance.learning@gov.mb.ca

Curriculum Update

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The Instruction, Curriculum and Assessment Branch continues to provide workshops for curriculum implementation and related professional learning. Information about workshops is posted on the workshop registration system at

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For a list of compulsory curricula and stock numbers for ordering from the Manitoba Text Book Bureau, refer to

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Implementation Timelines

Compulsory		
Arts Education: K–8	2008–2011	2011–2012
Mathematics: 10	2008–2010	2010–2011
Mathematics: 11	2009–2011	2011–2012
Mathematics: 12	2010–2012	2012–2013
Social Studies: 11	2009–2011	2011–2012
Optional		
Global Citizenship and Sustainability: 12	2011–2012	2013–2014
English as an Additional Language: K–12	2006–2009	2010–2011
English as an Additional Language Stage 1–2: Senior Years	2011–2012	2012–2013
English as an Additional Language – Across the Curriculum – Stage 3: Senior Years	2012–2013	2013–2014

Optional		
Hebrew: K–6	2008–2010	2010–2011
Industrial Arts: Senior Years	2006–2010	2010–2011
Literacy, Academics and Language 1 (EAL): 9	2007–2010	2011–2012
Literacy, Academics and Language 2 (EAL): 9	2011–2012	2012–2013
Carpentry: 9	2010–2011	2011–2012
Design Drafting: 9	2010–2011	2011–2012
Graphic Arts: 9	2010–2011	2011–2012
Carpentry: 10–12*	2010–2014	2012–2014
Design Drafting: 10–12*	2010–2014	2012–2014
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German Language and Culture: 7–12	2008–2010	2010–2011
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**Implementation to follow one grade level at a time*

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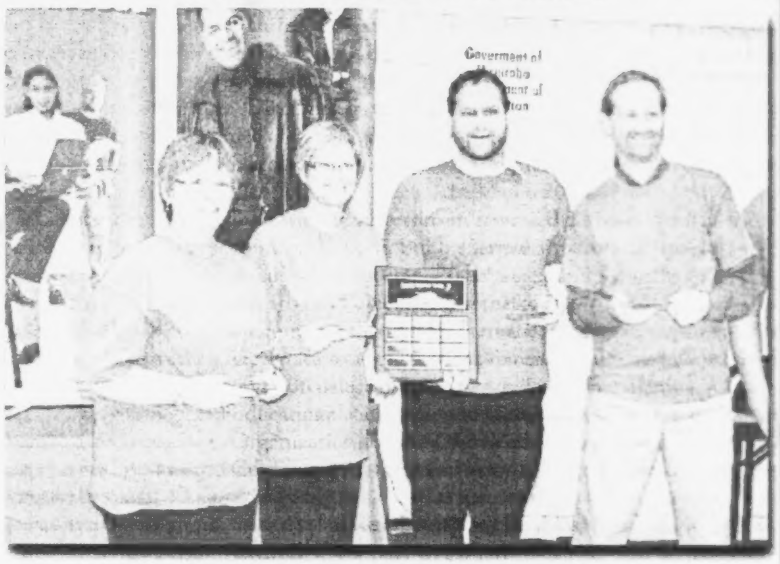

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From Apology to Reconciliation

By Greg Pruden

For over a century, the Canadian government, in partnership with various churches, developed and administered a nation-wide system of residential schools. Their purpose was the assimilation of Aboriginal students.

Over 150,000 First Nations, Métis, and Inuit students were separated from their families and forbidden to speak their language or practice their cultural traditions. Abuse was widespread and many students died, often from the effects of diseases such as tuberculosis. The legacy of the schools, including cultural loss, depression, and family breakdown, afflicts countless survivors, their families, and communities today.

Source: Saskatchewan Archives Board, R-A9223-1 and R-A8223-2.

Thomas Moore before and after his entrance into Residential School in 1874.

On June 11, 2008, Prime Minister Stephen Harper, on behalf of the Government of Canada, issued an apology to Aboriginal Canadians "for Canada's role in the Indian residential schools system." In response to the apology, Manitoba Education has developed learning resources to support the Grades 9 and 11 Social Studies curricula. These resources are intended to further healing and reconciliation through increased awareness and understanding of the residential school era and its continued impact.

The resource *From Apology to Reconciliation* includes a DVD featuring a brief history of residential schools in Manitoba and interviews with residential school survivors and family members. Footage of Prime Minister Harper's apology and responses by Aboriginal leaders are also included. The DVD and accompanying Teacher's Guide provide culturally appropriate supports for classroom teachers and students. Additional supports include an online bibliography and a Residential School Survivors Speakers Bureau, which offers suggestions from survivors and Elders who may be available to speak to students and teachers about the residential school experience.

A draft version of the Teacher's Guide is to be posted this month at <www.edu.gov.mb.ca/k12/cur/socstud/far/index.html>. Copies of the DVD will be sent to Manitoba school divisions this fall. The resource will be piloted in selected schools in the 2010/2011 school year, and regional workshops will be offered in 2010/2011 in Winnipeg, Selkirk, Brandon, and Thompson. The resource will be available for system-wide implementation in September 2011.

For further information, please contact

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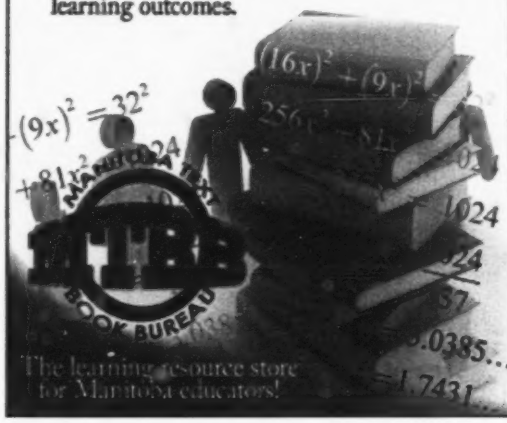
Brand New!

Breadth and depth resources to support the WNCP-authorized Grade 10 Math learning outcomes.



Grade 10 Introduction to Applied and Pre-Calculus (20S)

McGraw Hill Ryerson – *Mathematics 10*
MTBB Stock #11530 – Student Edition (Print)
MTBB Stock #11533 – Teacher Resource

Pearson Education Canada – *Pearson Foundations and Pre-calculus Mathematics 10*
MTBB Stock #11537 – Student Edition (Print)
MTBB Stock #11538 – Teacher Resource

Grade 10 Essential Mathematics (20S)

Pacific Educational Press (UBC) – *MathWorks 10*
MTBB Stock #11550 – Student Edition (Print)
MTBB Stock #11551 – Teacher Resource

Expected availability for all resources is June 2010. Electronic formats and other complementary items are available.

Manitoba Text Book Bureau
1-866-771-6822
Fax: 204-483-5041
www.mtbb.mb.ca

Engaging Middle Years Students in Learning

By Val Noseworthy

Student engagement: we define it, we seek it, we expect it, we assess it, and we enjoy it, but what can we do to improve it? Manitoba Education has recently published the resource *Engaging Middle Years Students in Learning: Transforming Middle Years Education in Manitoba* to assist educators in maximizing the engagement of young adolescents in their learning.

Middle Years is an especially important time to ensure that students are engaged in their learning and school life. Young adolescents who are engaged in Middle School are more likely to stay in school and complete Grade 12 without interruption. Students who are engaged in their learning in adolescence are also more likely to continue their education at the post-secondary level and throughout their life.

Engaging Middle Years Students in Learning recognizes that educators who understand and support the cognitive, physical, emotional, spiritual, social, and moral needs of young adolescents are better prepared to provide teaching and learning experiences that engage Middle Years learners. In turn, adolescents whose needs are met are better prepared to handle the challenges of puberty, life, and learning.

This resource describes five action steps that educators can take to improve the engagement of young adolescents in learning. Educators can

- deepen their understanding of young adolescents
- provide more responsive teaching and learning experiences
- nurture stronger learning relationships among students and between students and educators
- provide more opportunities for student voice and choice
- increase the purposeful involvement of parents and community members in the education of young adolescents

For many successful educators, these key action steps are already an integral part of life and learning in the classroom and school. For others, they provide suggestions on ways to improve learning and engagement in their classrooms and schools.

Engaging Middle Years Students in Learning was developed and reviewed by Middle Years educators, and includes input from parents of Middle Years students and Middle Years students themselves. Included throughout the resource is the voice of these students, reminding us all of their insight, wisdom, and wonder. As educators, we can learn and benefit much from these students, as the following student quotes indicate for each of the engagement key actions:

> *"Teenagers are going through some major changes, and mood swings often occur. Sometimes we're happy, sometimes we're sad. People need to learn that moody teenagers should be tolerated and given space, because it affects how we act around people."*

> *"I like when the teacher gets us up and moving during class; we get up and stretch. Then I stay more focused. Moving helps me learn because it gets my brain thinking."*

> *"A good teacher-student relationship is when the student can trust the teacher and go to him [or her] for advice and feel like the teacher actually cares about what you are saying."*

> *"If we didn't have choice in our learning, I don't really think we would grow up…we wouldn't be prepared for the real world. In the real world, you always make choices."*

> *"Helping others has shown me that school doesn't just teach us how to be intellectuals but how to be active members of our community, how to help people."*

Reflecting on the thoughts of our Middle Years students reassures us of the value of our investment in their school engagement, and encourages us to see the potential of these young adolescents as partners in learning.

John Dewey must have also recognized this potential when he wrote, "Any genuine teaching will result, if successful, in someone's knowing how to bring about a better condition of things than existed earlier." Investment in the engagement and learning of young Manitoba adolescents today will bring positive results for us all tomorrow.

For further information or to arrange a professional learning opportunity for your Middle Years school, contact

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Middle Years Consultant
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Email: val.noseworthy@gov.mb.ca

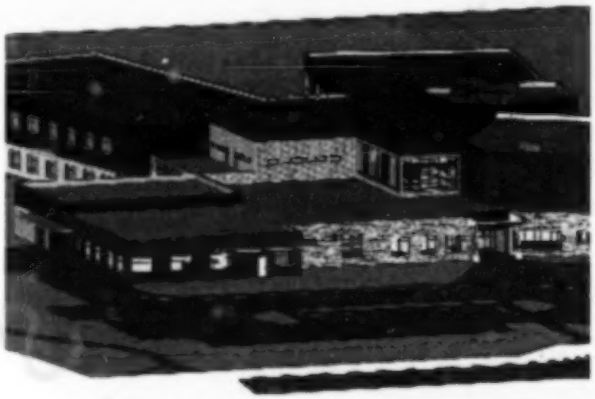
View the resource at <www.edu.gov.mb.ca/k12/docs/support/my_foundation/index.html>.

Manitoba
Career Week
November 1st to 7th
A showcase event of Manitoba's Career Development Strategy
Visit <www.manitoba.ca/careerdevelopment>, and click on the Career Week button and the Calendar of Events!
Choose from the list of activities happening in schools, employment centres, industries, and government services – all highlighting learning and working opportunities in Manitoba and providing tools and services so Manitobans of all ages can 'live their dreams'.

Building Green Schools

By Carolee Buckler

The Manitoba Government's Green Building policy states that all new provincially funded buildings must conform to the minimum LEED (Leadership in Energy and Environmental Design) silver certification. This includes all new schools with an area greater than 600 square metres (or 6,458 square feet).



Artist's drawing of Hanover School Division's new school, slated to open in 2012.

LEED is an internationally accepted green building rating system, providing third-party certification that a building was designed and built using strategies aimed at improving its environmental and energy efficiency, including CO_2 emissions reduction, improved indoor environmental quality, and stewardship of resources and sensitivity to their impacts.

Prairie Dale School in the Garden Valley School Division is a new energy-efficient, sustainable building in Schanzenfeld, Manitoba that will serve a student population of 450 in Grades 4 through 8. Construction started in spring 2010, and the school is expected to be ready to open to students in the fall of 2011. The building is on track to receive Canada Green Building Council LEED Gold NC Certification, in part because of its geothermal ground-source HVAC system. In the winter, the system will collect heat from the ground through a series of underground pipes, and in the summer it will transfer heat from the building into the ground.

Hanover School Division is currently building a new middle school in Steinbach that is also targeting a LEED gold rating. Slated for completion in fall 2012, the new school's design highlights the elements that make it a green building. This way, the building itself will be able to be used as a learning tool. For example, many parts of the structure and the infrastructure will be left visible and labelled for students to better understand the various efficiencies that have been incorporated into the building's design.

There is not a particular energy-saving feature that qualifies this school for LEED certification. Rather, it is designed to work holistically in terms of its energy performance. Everything works together for maximum efficiency. The building will be oriented so that it optimizes its ability to utilize solar energy. It will be composed of materials that are durable but that also have a reduced environmental impact. There will be high-efficiency lighting, in-floor heating, condensing boilers, and CO_2 monitors. By installing dual-flush toilets, waterless urinals, and metered, low-flow shower heads and faucets, it is expected there will be a 40% reduction in the school's water usage. By integrating the school into the community and providing bicycle storage, shower facilities, and landscaped paths, teachers and students will be encouraged to walk or to find alternative transportation to school. Once the school is being used, its energy and water consumption will be continually monitored to ensure it performs to its potential.

As school divisions like Hanover and Garden Valley lead the way by building green schools in Manitoba, we benefit not only from a tremendous reduction in our greenhouse gas emissions, but also by providing a useful example of sustainable building practices for Manitoba students.

For more information, please contact

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MERN Manitoba Education Research Profile
www.mern.ca
Connecting research in education ⟷ to policy and practice

Implementing the Kenanow Learning Model

By WahWahbigiinoojii/David B. Anderson

Instructor in the Kenanow Faculty of Education, University College of the North, and with the Aanda Wiinjigewin Graduate Program, Seven Generations Education Institute

Aanii, Tansi, Boozhoo. WahWahbigiinoojii indizhnikahz. Mukwa indodem. Dene/Anishinabe Indow. Niizhoh Mide Inini.

In my work in various communities as a teacher and as a consultant, I have listened to many Elders and learned the ways of knowing held by Anishinabe across this land. This includes the Teachings of the Seven Grandfathers, which inform us of the values and ideals for living together. These teachings have been adopted by the University College of the North (UCN) as its Values Statement, and they have been integrated into all its programs of learning.

In my present position at the Kenanow Faculty of Education at the UCN in The Pas, we implement the Kenanow Learning Model, which is a traditional Aboriginal educational approach based on what the Seven Grandfathers taught us. Translated from the Cree, *kenanow* means "all of us who are here." The Kenanow model is based on the kinship system, which envisions "all of us who are here" and all things together functioning in an organic system. It teaches identity, belonging, community history, the roles and responsibilities of families and communities, and the process of handing down this knowledge to future generations.

The Kenanow education program was established to ensure its graduates fully understand the teachings of the Seven Grandfathers, the foundations of Anishinabe pedagogy, as well as teaching methods that engage all students. They will know their roles as teachers in developing different programming and delivery models to schools in the North, and in bringing a renewed sense of commitment, passion, and *Mino Bimaadiziwin* to their students. This provides future teachers with a solid foundation for teaching in the North, and prepares them for full certification to teach in Manitoba.

Kenanow is the first Faculty of Education to have been envisioned, planned, and operated based on the guidance and wisdom of the Council of Elders at the UCN in northern Manitoba. The Council of Elders chose the Kenanow Learning Model as the framework for its teacher education program to create a new foundation that looks to the past, present, and future for the education of northern and Aboriginal students. This decision was made based on the understanding of our responsibility to extend traditional knowledge to future generations in the form of Aboriginal educational research, curriculum development, and implementation.

In 1972, a group of Elders wrote the position paper *Indian Control of Indian Education*, which stated: "Unless a child learns about the forces which shape him: the history of his people, their values and customs, their language, he will never really know himself or his potential as a human being." This is a vision of an education system that begins with the teachings of the land, engages students in meaningful educational experiences, and allows them to communicate their learning in their own language as well as English. The Kenanow Learning Model is one example of this vision in action—a vision that has yet to be fully actualized, but one that is proving to be richly successful where it has been implemented.

For more information about the Kenanow Bachelor of Education program, courses, and opportunities, contact

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About WahWahbigiinoojii/David B. Anderson

While walking the path of an Aboriginal man, I found my way to the Three Fires Midewewin Lodge. Here, I became immersed in the Midewewin, which is traditional knowledge that has passed among several Aboriginal groups in North America. Mide practitioners are ranked by "degrees," and I have recently begun my learning as a Second Degree Mide.

I have worked to develop curricula that are founded in the teachings of the Anishinabe, and have researched and written about the impact of schools and the work of teachers who are trying to include Aboriginal perspectives in their teaching. I have also collaborated with Anishinabe communities to develop a new education system controlled and planned by the Anishinabek.

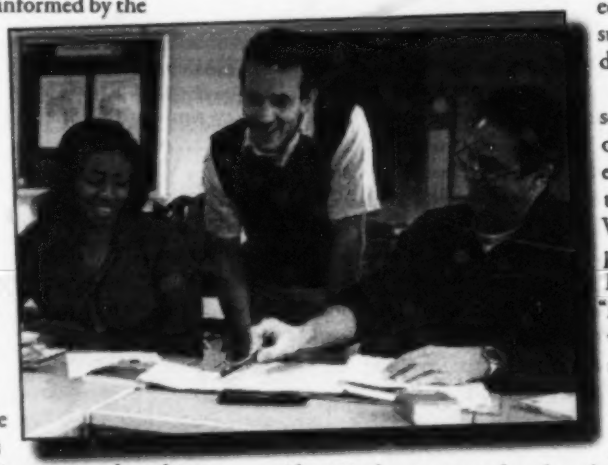
I continue to learn from the Elders who share their concerns about their children and grandchildren. I learn from the teachers whom I work with as they engage in learning how to make significant changes in their teaching and their classroom. My current writing includes sharing the vision for education that can be found in Aboriginal teachings – that is, an education that respects children and prepares them to live *Mino Bimaadiziwin*, the Good Life.

Professional Learning in Winnipeg School Division

By Kathy Collis
Program Director, Winnipeg School Division

Winnipeg School Division's Professional Learning Centre (PLC) was created in 2008 with support from the Winnipeg Foundation and Manitoba Education. Since then, it has been connecting with neighbourhoods and school communities, and promoting lifelong learning among staff and students.

The PLC's initial three-year pilot is informed by the literature and serves 21 inner city schools by providing opportunities to staff for leadership development, as well as opportunities for educators to engage in job-embedded learning and action research with students. In the 2010/2011 school year, the PLC serves three groups of teachers and a group of school leaders, involving approximately 180 staff.



These include early service teachers, who may be second-year teachers or experienced teachers who are new to Winnipeg School Division (WSD) and the context of the inner city. Some teachers are transfers from other parts of the province, or they may have had international teaching experience. These teachers are assigned advanced skills teachers (ASTs) as mentors, with whom they work in partnerships over a three-year period. School leader groups include early service school leaders, who have less than five years experience serving as a vice-principal and who are also assigned mentors who support the development of leadership in its many facets. These professional relationships may also extend for three years.

Together, participants explore themes of equity education, literacy and numeracy skill development, assessment *for* learning, support for EAL students, and enhancing student engagement. Teachers and school leaders meet in mentorship combinations, in cohort groups, and through self-selected job-embedded learning and action research. As a result, communities of practice and expertise are created and enhanced. Skills and knowledge are modelled and subsequently transferred into daily work.

In the 2008/2009 school year, the entire PLC group participated in a community panel with representatives from the Needs Centre, The Social Planning Council of Winnipeg, and the Community Education Development Association. Through this forum, both newer and more seasoned staff were able to experience first-hand how community groups and schools are working on similar goals in support of equity education, student success, and community development.

During the 2009/2010 school year, this aspect of programming was extended to sessions that featured the "Many Voices, One World" project at Gordon Bell High School and the "Peaceful Village" project, which was a success at the junior high level at both Gordon Bell and Hugh John Macdonald schools. A WSD Aboriginal support teacher shared collective work on the topic of integrating Aboriginal education and inquiry units for students at all levels, allowing more voice and choice in programming across curricular areas.

The PLC is intended to provide personalized professional learning that is responsive to the field, incorporating teachers' and school leaders' action research. It models collaborative partnerships through a link to University of Manitoba professors Francine Morin and Thomas Falkenberg, who have supported the program evaluation process. The ultimate goal is to provide multiple pathways for successful lifelong learning, creating inspired and effective educators and citizens who serve our students and communities.

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We also want to hear what you think about our newsletter. Please send your comments, ideas, and suggestions to the address specified above.

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